



**THE USE OF STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD)
TECHNIQUE TO IMPROVE STUDENTS' PARTICIPATION
AND READING COMPREHENSION
(A Classroom Action Research at the Eleventh Grade Students of
SMA 1 Mejobo Kudus in Academic Year 2012/2013)**



**By
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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2012**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education**

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NIM 200832131**

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MOTTO AND DEDICATION

MOTTO:

- ✧ As a matter of fact, Allah does not change the condition of a clan so that they change their condition themselves. (Q.S. Ar-ra'd: 11)
- ✧ Do not be sad and do not be afraid, in truth Allah is with us forever.

DEDICATION:

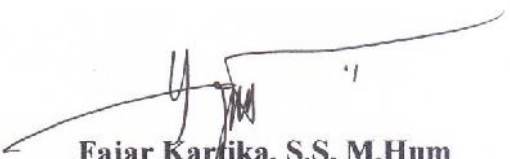
1. His beloved parents, (H. Abdul Ghofur, Hj. Aslikhah Masini) who always become the writer's inspiration. Thank you for everything given to him.
2. His lovely sister and brothers (Muzaro'ah, Anis, Rozak) who always support and motivate him.
3. All of his lectures in Faculty of Teacher Training and Education University of Muria Kudus.
4. All of his best friends who study in University of Muria Kudus 2008.

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Aris Setiabudi (2008-32-131) has been approved by the skripsi advisors for further approval by the Examining Committee.


Kudus, September 2012

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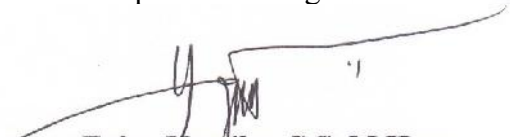
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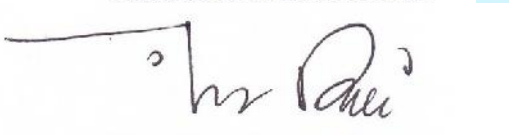
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Finally, the writer would likes to express thank to all people who helped him finish this final project. Hopefully, this research will be useful for the readers especially to the learners of English and improvement of English learning in University of Muria Kudus.

Kudus, September 2012

Aris Setiabudi
200832131

ABSTRACT

Setiabudi, Aris. 2012. *The Use of Student Teams Achievement Divisions (STAD) Technique to Improve Students' Participation and Reading Comprehension (A Classroom Action Research at the Eleventh Grade Students of SMA 1 Mejobo Kudus in Academic Year 2012/2013)*. Skripsi. English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (i). Fajar Kartika, S.S, M.Hum, (ii). Nuraeningsih, S.Pd, M.Pd.

Key words: *Reading comprehension, STAD, and Students' participation.*

Reading comprehension is an intentional, active, interactive process that occurs before, during, and after a person reads a particular piece of writing. However, many students get difficulties in reading comprehension. The teacher should use appropriate teaching technique to teach reading for the students. The teaching technique is one of the important things in teaching reading class. STAD is one of teaching techniques that can be used in teaching reading class. In STAD, all students work in group; meanwhile they are discussing in group not all students share and give their good participation in the team. This makes their participation to solve the problem during group-work is low. Understanding the fact, this research is based on students' low in participation and low in comprehending the text.

The objectives of the research are to describe students' participation and reading comprehension after taught by using STAD technique, and to find out whether of STAD technique can improve students' participation and reading comprehension.

The design of this research is classroom action research. It is done in XI IPA1 students of SMA 1 Mejobo Kudus in the first semester in academic year 2012/2013. Total of students are 25. There were 8 males and 17 females. He implemented STAD technique within in three activities which all activities included of preliminary research (pre-cycle), cycle I, and cycle II. The instruments were achievement test in reading comprehension after taught by using STAD technique, while the observation sheet for the teacher's and students' activities and at knowing the participation of the students in the team.

In pre-cycle students are taught without using STAD, 22 students could not reach KKM (≥ 71), only 3 students reach KKM. In cycle I, students are taught by using STAD, total students who could not reach KKM (≥ 71) are 6, and 19 students reach KKM. In cycle II, by implementing STAD with different activities, the result increases. Total of 25 students in the class could reach KKM (≥ 71). In cycle I, students' participation is 55.75%; it can be categorized low; students do not discuss well, less during group-work. In cycle II, students' participation is 81%, it can be categorized excellent. All students could discuss well, and they enjoy solving the problem together during group-work. This makes their participation in group maximum.

The result of this research shows that STAD technique can improve the students' participation and reading comprehension. Therefore, the English teacher can apply STAD as an alternative technique in teaching process in order to help students improve their participation during group work and their reading comprehension.

ABSTRAKSI

Setiabudi, Aris. 2012. *Penggunaan teknik STAD (Student Teams Achievement Division) untuk meningkatkan partisipasi siswa dan pemahaman membaca (Penelitian Tindakan Kelas di kelas sebelas SMA 1 Mejobo Kudus di tahun akademis 2012/2013)*. Skripsi. Progam Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i). Fajar Kartika, S.S, M.Hum, (ii). Nuraeningsih, S.Pd, M.Pd.

Kata Kunci: *Pemahaman membaca, STAD, dan Partisipasi siswa.*

Pemahaman membaca adalah sebuah proses disengaja, aktif, interaktif yang terjadi sebelum, selama, dan setelah seseorang membaca bagian tertentu dari tulisan. Bagaimanapun, banyak siswa kesulitan dalam memahami bacaan. Pengajar harus menggunakan teknik pengajaran yang tepat untuk mengajar membaca bagi siswa. Teknik mengajar adalah sesuatu yang sangat penting di dalam pengajaran kelas membaca. STAD adalah salah satu dari macam teknik pengajaran yang bisa digunakan dalam mengajar kelas membaca. Di STAD siswa bekerja secara berkelompok; sementara mereka sedang berdiskusi berkelompok tidak semua siswa bersama-sama dan memberikan partisipasi mereka yang baik dalam tim. Ini membuat partisipasi mereka untuk memecahkan masalah dalam kerja kelompok rendah. Memahami fakta, penelitian ini berdasarkan pada partisipasi siswa rendah dan pemahaman membaca rendah.

Tujuan dari penelitian ini adalah untuk menggambarkan partisipasi siswa dan pemahaman membacanya setelah di ajar menggunakan teknik STAD, dan untuk mengetahui apakah teknik STAD dapat meningkatkan partisipasi siswa dan pemahaman membaca.

Bentuk penelitian ini adalah penelitian tindakan kelas. Penelitian ini telah dilakukan di XI IPA1 siswa kelas sebelas SMA 1 Mejobo Kudus di semester pertama tahun akademis 2012/2013. Total siswa adalah 25. Terdapat 8 laki-laki dan 17 perempuan. Peneliti menerapkan teknik STAD kedalam tiga aktivitas semua itu termasuk sebelum penelitian (sebelum-siklus), siklus I, dan siklus II. Alat yang digunakan yaitu tes prestasi di pemahaman membaca setelah diajar menggunakan teknik STAD, sedangkan lembar observasi untuk aktivitas guru dan siswa, dan untuk mengetahui partisipasi semua siswa di dalam tim.

Di sebelum-siklus siswa diajar tanpa menggunakan STAD, 22 siswa tidak dapat mencapai KKM (≥ 71), hanya 3 siswa mencapai KKM. Di siklus I, siswa diajar menggunakan STAD, jumlah siswa yang tidak mencapai KKM (≥ 71) adalah 6, dan 19 siswa mencapai KKM. Di siklus II, dari penerapan STAD dengan aktivitas yang berbeda, hasilnya meningkat. Jumlah dari 25 siswa di kelas dapat mencapai KKM (≥ 71). Di siklus I partisipasi siswa adalah 55.75% dapat dikategorikan rendah, rendah selama kerja kelompok. Di siklus II, partisipasi siswa adalah 81% dapat di kategorikan baik sekali. semua siswa bisa berdiskusi dengan baik, dan mereka menikmati dalam memecahkan masalah bersama di tim mereka. Hal ini membuat partisipasi mereka di kelompok menjadi maksimal.

Hasil dari penelitian ini menunjukkan bahwa teknik STAD dapat meningkatkan partisipasi siswa dan pemahaman membaca. karena itu, guru bahasa inggris dapat menerapkan STAD sebagai pilihan teknik diproses pengajaran untuk membantu siswa meningkatkan partisipasi mereka di group dan pemahaman membaca.

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